

Building an Envable Life: A Primer for Parents Learning to Engineer School to Work Transitions

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Workshop Objectives

- Gain familiarity with current approaches to transition planning
- Acquire familiarity with planning tools to help guide “best fit” decision making
- Learn about adult service agency’s eligibility rules and coordinating disability supports and services

What is an enviable life?

- Health
- Relationships
- Meaningful Days
- Competence and Community Participation
- Happiness/Celebrations/Fun
- Coping/Shared Spirituality
- Giving Back
- Other:

What are the common features of school to work transitions?

- IDEA Definition: a coordinated set of activities for a child with a disability that
 - Are designed using a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s move from school to post-school activities

IDEA Result-Oriented “Activities”

- Post secondary education
- Vocational training
- Integrated employment
- Continuing and adult education
- Adult services
- Independent living and community participation

IDEA, In plain english

Transition planning refers to all the things the school and family needs to do to prepare the student to leave school and enter adult, community-based life.

New IDEA Language (2004)

- Transition requirements in the IEP
 - Beginning not later than the first IEP to be in effect when the child is 16 and updated annually thereafter, the IEP must include:
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

IDEA 2004 Cont'd

- The transition services (including courses of study) needed to assist the child in reaching those goals
- Beginning not later than one year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under IDEA, if any that will transfer to the child on reaching the age of majority

Transition Timeline

- Age 0 - 2
 - Begin Financial Planning: set aside money to assist your child's transition to adult living
 - Encourage Language, Communication, and Play Development

Timeline

- Ages 3 - 5
 - Promote Social/Relationship Development Activities: preschool, religious education, cooperative playgroups, and/or day care
 - Encourage independence
 - Shape "Learn to Learn" skills

Timeline Cont'd

- Ages 5 - 6

SEEK AND PROMOTE INCLUSIVE OPPORTUNITIES

Transition Timeline

- Ages 6 - 11
 - High Demand, High Support
 - Child does regular chores as part of the family's activities.
 - Involve child in neighborhood and community activities
 - Invite children to your home



Transition Timeline

Ages 6 - 11

- Teach your child life skills: money, shopping, good grooming, selecting and caring for clothes, simple meal preparation
- Begin Sex Education: promote understanding of human reproduction and sexual development as a normal part of growing up



Transition Timeline

Ages 6 - 11

- Make child aware of safety issues: teach how to protect herself from harm. Begin early to teach child how to avoid dangerous situations, recognizing emergencies, and who to call for help.
- Teach your child about her disability: When ready, provide information about their disability. Encourage "ownership" of the disability and self-advocacy



Transition Timeline

Ages 12 - 14

- Functional, Academic, Social Skill Development
- Encourage Work: Volunteer, paid work in the home, neighborhood, or community; teach good work habits
- Begin future discussions (Futures Planning) and preparing for TIEP



Transition Timeline

Age 14 - 18

- Begin Formal Transition Planning at School
- Carefully Consider the Type of High School Program Your Child Will Pursue
- Teach Mobility Skills: Public transportation, accessing the community, encourage independence



Transition Timeline

Age 18 - 21

- Encourage Steps Toward Independence
 - Greater personal independence and self care
 - Finding jobs or pursuing post-secondary training
 - Support establishing an appropriate living arrangement
 - Increase involvement in community leisure
 - Parent becomes coach, child gains decision-making and problem-solving skills



Transition Planning

- Planning Ahead: Florida Developmental Disabilities Council workbook
- Person-Centered Planning/Backward Mapping
- Housing/Community Access
- Financial and Adult Services
- Employment
- Health/Safety
- Mobility
- Self Advocacy, Self Determination, Guardianship

Planning Ahead

- Type of care and supervision needed
- Who will help/make necessary decisions
- Type of residence
- Type of employment/daily activities
- Quality of Life/leisure activities
- How will needs be financed?

Government Benefits-Federal

- Social Security Administration (SSA.gov)
 - Supplemental Security Income (Title 16)
 - Social Security Disability Insurance, Social Security for Disabled Adult Children (Title 2)
- Medicaid
- Medicare
- Work Incentives

Supplemental Security Income (SSI) For the Aged, Blind, and Disabled (Title 16)

- Individuals receiving Title 16 benefits is known as a "recipient"
- Substantial Gainful Activity: significant physical or mental work activity, gainful implies that it is done for pay or profit
- In 2006, SGA = \$860 countable income per month
- $SGA = GROSS\ EARNED\ INCOME - WORK\ RELATED\ EXPENSES$
- Presence of disability (See SSA "Blue Book")
- Medicaid accompanies SSI benefits

SSDI, SSDAC, Title 2 Programs

- SGA applies to the SSDI program during application and throughout the benefit period
- Medicare is provided to individuals entitled to SSDI benefits
- Based on presence of disability, work history (SSDI), or work history of a parent (SSDAC)
- SSA monitors income to determine continuing entitlement to benefits
- Continuing Disability Reviews

SSA Definition of Disability

...the inability to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment which can be expected to result in death or has lasted or can be expected to last for a continuous period of not less than 12 months.

Information SSA Requires

- Social Security Card
- Birth Certificate
- Contact info for all Drs., hospitals, clinics & dates of treatment
- Medical Records
- Summary of work history for 15 years
- Resources and assets
- Proof of utility and food expense
- Dates of military service
- Other benefits
- If applicable, parent's or spouses income, itemized list of expenses

Agency for Persons with Disabilities (APD)

- Florida agency that administers state and federal resources to serve people with mental retardation, autism, cerebral palsy, prader willi syndrome, and some forms of spina bifida.
- Best known for managing access to the various Medicaid Waiver programs
- Based on F.S. 393 definitions; uses DSM IIIIR definition of autism (1987)

Department of Education

- IEP and TIEP Services and Supports
- Vocational Rehabilitation
- Post-secondary training opportunities
- Entitlement to services time and achievement limited.
- Partnerships with Business Community and other vocational training opportunities (e.g. Americorps)

Types of FLDOE Programs

- ESE employability skills programs
- Secondary vocational education/career and technology programs
- Technical preparation programs
- Career academies
- Magnet or charter schools
- Adult education programs
- Vocational technical center programs
- Community college programs
- Site-based employee programs

Creating a “Good Fit”

- Careful, comprehensive assessment of strengths and needs
- Person centered planning
- Comprehensive Career Development
 - Career assessment
 - Career focus
 - Career research & pathway
 - Career planning & decision making
 - Recruiting support services
 - Program and teaching
 - Work-based experiences

Diagnostic Tower of Babel

- DOE uses DSM III (1980)
- APD uses DSM IIIIR (1987)
- SSA uses DSM IV (1994)
- It is important to create eligibility “Fit”
- Understand the systems you have to operate in, Transition Planning REALLY broadens this.

Must Have Resources

- Social Security Red Book and Blue Book, as well as familiarity with SSA.gov
- Planning Ahead(2002): A Handbook for Parents, Family Members, and Guardians of Adults with Developmental Disabilities. Available through the Florida Developmental Disabilities Council, Inc.
- Family Network on Disabilities; Transition Support DVD

Resources Cont'd

- SIMPLY Careers! Helping Students with Disabilities Effectively Plan Their Futures through Comprehensive Career Development. Bureau of Instructional Support and Community Services, FLDOE 2003
- Telephone (850) 245-0477
- <http://www.myfloridaeducation.com/commhome/>

Resources

- Transition: The passage from youth to adulthood. Guide to services and information. Advocacy Center for Persons with Disabilities, Inc.
- Full Life Ahead: A Workbook and Guide to Adult Life for Students and Families of Students with Disabilities. Barclay and Cobb, 2001 Southeast Regional Resource Center, Auburn University Montgomery, Montgomery Alabama 36124

Resources

- TRN Network - Dale Dileo and company
<http://www.trninc.com/>
- Service Enhancement Associates:
www.wallinginc.com
- Agency for Persons with Disabilities
apd.myflorida.com
- Florida Developmental Disabilities Council, Inc.
www.fddc.org

Questions, Suggestions



Goodbye

